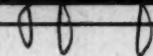


DELTA  
APPA  
AMMA



**NEW LEADERS IN REVIEW**

**KATHERINE PETTIT. PIONEER MOUNTAIN WORKER**

**VARIABLES OF POSTURE IN RELATION TO BODY  
BUILD, STRENGTH, AND FLEXIBILITY**

**JOSEPH MALEGUE: HIS LIFE AND WORK**

**VIEWS ON TEACHER EXCHANGE**

**EDUCATIONAL PROBLEMS IN ENGLAND**

**FELLOWSHIP IN SWEDEN**

**OUR NEW LEGISLATIVE PROGRAM**



**WINTER 1949**



THE  
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*Bulletin*

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## *About Our Contributors*

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by Lucy Furman. We owe Dr. Marshall a great debt for her untiring efforts to build a scholarly and adequate assembly of materials about our great women teachers.

We have great reason to be proud of the two women who held our national scholarships last year, Dr. Margaret Poley and Dr. Elizabeth Michael. Both of them have completed their research for the Doctorate, and have acquitted themselves with great distinction. We are indebted to them for the scholarly articles based upon the subjects of their research. Even though the subjects are in specialized fields, they have great interest for many of our readers. Dr. Poley is at present on the faculty of the School of Heath and Physical Education in the University of Oregon. Dr. Michael has resumed her old position in the Eastern Illinois Teachers College in Charleston, Illinois.

Katharine Obye needs no introduction to the majority of our readers. She has given long and distinguished service to the Society in various capacities. The article she writes on *Views on Teacher Exchange* is the result of an investigation among the teachers from Illinois who last year exchanged places with British teachers, and the English teachers who taught in Illinois. This report in its initial form was part of the final report made by the Committee on Teacher Exchange which gave a summary of its findings at the meeting of WOTP in London in July.

Mildred Weed is a member of Lambda Chapter in Illinois. She teaches a first grade class in Springfield, and last year was one of the exchange teachers who stayed for a year in England. Her opinions should be of special interest, because on previous occasions we have printed the reactions of some of the English teachers to their stay in the United States. It is important that we learn how American teachers feel about their residence abroad.

The articles on Legislation, Program, and Selective Recruitment were prepared by the respective chairmen of these committees. We urge a close reading of these articles, because in them chapter and state committee chairmen will find many helpful suggestions.

For the information in the article, *Fellowship in Sweden*, we are indebted to Dr. Marian Edman of the Office of Military Government in Bavaria. Dr. Edman is Senior Teacher Training Specialist in Germany for the Military Government.



## NEW LEADERS IN REVIEW

### OUR NATIONAL PRESIDENT

IT WAS 1937 when Birdella M. Ross was initiated into The Delta Kappa Gamma Society. The following year she went into office as the State Recording Secretary for Minnesota and served for two years. By that time her fellow members were fully persuaded that she was the logical person to serve as State President, and this office she filled for four years with tact, distinction, and with great evidence of administrative ability. In 1941 she served as Chairman of the National Committee on Nominations, and the following year undertook the very heavy responsibilities of National Program Chairman. She acted in this capacity for two administrations, fulfilling her obligations in the competent and meticulous way in which she always works. The vote of the Na-

tional Awards Committee was unanimous in giving her the National Achievement Award in 1947, an honor fully deserved. From 1946 to 1948 she did pioneer work as Northwest Regional Director, displaying the same competence which we, her associates, have learned to expect from her in everything she does.

Miss Ross is a teacher of American Literature in the Edison High School in Minneapolis and acts as advisor for the yearbook. She is an extraordinarily capable woman, organizing her life and activities with the greatest possible efficiency. She manages a large house expertly; looks after the comfort of her father with whom she lives; finds time to keep in touch with a multitude of friends and to keep up a continuous flow of correspondence with people abroad. No appeal for help of any kind has ever found

her insensitive. She responds generously and instantly, and she is a living exemplar of not letting her right hand know what her left hand doeth.

Those who have watched her in The Delta Kappa Gamma Society for the past eight years know and appreciate not only her extraordinary competence, but her fairness, her good judgment, and her gentle decisiveness. We are fortunate to have as our National President a woman who is such a rare combination of all the good qualities which we admire and individually wish that we possessed.

### OUR VICE-PRESIDENT

**M**ISS Margaret Boyd, National Vice-President of Delta Kappa Gamma, is past President and present Executive Secretary of Alpha Delta State of Ohio. Her competence and insight have deepened the program of Delta Kappa Gamma in Ohio and added to its prestige.

Second woman, but first woman classroom teacher, to hold the presidency of the Ohio Education Association in its hundred years, Miss Boyd is leading 40,000 teachers in their effort to secure equitable educational opportunity for the children of Ohio and proper provisions for the teaching profession. She has done yeoman service in Washington in behalf of the Federal Aid for Education bill.

As chairman, Miss Boyd directed the important N. E. A. Resolutions

Committee of 1948 in a superbly idealistic, far-reaching program. The International Relations Committee of the N. E. A. Classroom Teachers Department, under her chairmanship, brought foreign teachers to the United States for four months study. Inspired by her presentation of the plan, delegates at the Miami Classroom Teachers Conference contributed \$1500 and Alpha Delta State \$2600 for foreign scholarships.

As N. E. A. representative to the Foreign Teachers seminar at the University of Maryland last summer, Miss Boyd won the admiration of the 48 teachers from 18 countries meeting there. Her influence was a vital factor in Ohio's leading position in the Overseas Relief Drive, her own city showing the largest per capita return in the state.

Miss Boyd holds a B.A. degree from Mt. Union College, an M.A. from Ohio State University, and further graduate credits from Columbia University. A teacher of mathematics in the Steubenville High School, she is so highly valued in the community that a civic testimonial dinner was given recently in her honor. She has been chairman of the Woman's Division of the Community Chest there for a number of years and a member of its Board of Directors. She has been President of the Civic Service League.

Miss Boyd is the author of numerous articles in professional journals, and has addressed hun-

dreds of educational meetings in the North Central area.

### OUR PARLIAMENTARIAN

**F**RANCES Bray is a Virginian. She was born within "a stone's throw" of William and Mary College, Williamsburg, Virginia. It was at Bruton Parish Church that her colonial ancestors worshipped. Their names on pews and tablets memorialize their scholarly interest and activity in the spiritual and intellectual foundations of Colonial America. Looking forward from this point Frances Bray has become a contributor to the educational, community, civic, and religious life of the situations around her.

Miss Bray received her B.A. degree from the College of William and Mary, her degree of Ed.M. from Harvard University, and has done graduate work at the University of Virginia. She has several times been elected to offices of trust and confidence, having been President of Beta Chapter of the Delta Kappa Gamma Society in Virginia; First Vice President, Virginia Iota State in 1945-1946; President, Virginia Iota State in 1946-1948; District President of Classroom Teachers Association in Virginia; member of N.E.A. Advisory Committee on Teacher Education and Professional Standards. She is a member of the Harvard Chapter of Pi Lambda Theta, National Honor Society for Women in Education; Pi Pi Club, International Honor Society in Religious Philosophy.

Though invitations have come to Miss Bray from other fields, she has chosen to remain in Virginia, where her experience has covered many areas in public school education—classroom teacher, special English teacher, assistant principal of elementary and high school, guidance and personnel work. She is at present a member of the John Marshall High School faculty in Richmond, Virginia, as guidance director.

### OUR REGIONAL DIRECTORS

#### Vera Butler of the Northeast

**V**ERA Butler, Northeast Regional Director of Delta Kappa Gamma, has endeared herself to her many friends by her enthusiasm, her buoyancy of spirit, and her delicious sense of humor. She has the rare gift of inspiring her fellow workers with a sense of confidence in whatever tasks are to be accomplished. We have witnessed her ability to hold large audiences spellbound when she addresses them; we have seen executive board meetings or committee meetings accomplish much under her enlivening leadership. Her loyalty to her native state, New Hampshire, and to her beloved New England overflows to embrace the rest of her northeast region, and so great is her power of appreciation and understanding that it extends to the whole National Delta Kappa Gamma group. Indeed, since her summer abroad, Vera has added to her evergrowing list of friends, peo-

ple from the many countries which she visited. Their problems have become her problems and as she travels about the country in her Delta Kappa Gamma work she is gaining the support of many groups in actually giving aid to teachers and students abroad.

Gamma Chapter, Connecticut, claims Vera as its very own. It is proud to have as an active chapter member Vera Butler, State Founder of Delta Kappa Gamma, who served for five years as the first state president. As co-author with Dr. Margaret Stroh of "Better Selection of Better Teachers," Vera has made a significant contribution to educational literature. Her address at the 1948 session of the National Education Association has won favorable comments from educators throughout the country. Vera has further added to the prestige of Delta Kappa Gamma by her services in the American Association of University Women where she has served as president of the New London branch, as State Chairman on education, and as State President of Connecticut.

Vera Butler epitomizes those characteristics of women teachers which bring honor to our profession.

### Ella Blunk of the Northwest

**A**MONG "key women teachers" Miss Ella Blunk ranks high.

As assistant principal of the senior high school she constantly proves her ability to stimulate, organize, and execute with foresight

and level-headed fortitude those principles of education which she holds dear.

She has a deep sense of responsibility and a great capacity for work. Hers, too, is an unusual willingness to give unstintingly of time and effort to work often far beyond that which her position would normally entail.

Miss Blunk has the respect, admiration, and confidence of fellow teachers, students, and patrons. Teachers who are privileged to work with her are stimulated by her friendly personality, her vitalized teaching, and the precision with which she accomplishes. Moreover, they are grateful for her advice, tactful suggestion, and understanding sympathy which, when sought, she is never too busy to give. Her high regard for the importance of teachers' work inspires others to greater accomplishment.

Rich experience has given Miss Blunk breadth of vision concerning the needs of countless students whom she has counseled. Her genuine, friendly concern for their educational and their personal problems has endeared her to all.

For relaxation, her hobbies include collections of dolls in German folk costumes, pictures of women's fashions since 1903, and working in her luxuriant flower garden.

Participation in civic and religious activities and her positions in local, state and national educational affairs bespeak her varied interests and professional excellence. Miss Blunk is truly a pattern for teachers.

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## **Henrietta M. Thompson of the Southeast**

**I**N Milwaukee at the National Convention, applause—happy, spontaneous, and sincere—came from Beta State delegates as the Committee on Nominations read the name of Miss Henrietta M. Thompson as Southeast Regional Director. We rejoiced in the honor that had come to one of our own members.

Miss Thompson has long been a leader in the Delta Kappa Gamma Society and is basically grounded in the work of our organization. She has served often as chairman of chapter and state committees and has been both chapter and state president. During her term as president Beta State completed its first scholarship, made rapid advancement in recruitment, and held its first Summer Workshop. To Miss Thompson goes the credit for the success of this Workshop and the succeeding ones. It has been through her planning and organization that outstanding leaders in education have been Workshop guests and consultants each summer.

Miss Thompson has a B.A. degree from Newcomb College and an M.A. from Teachers College, Columbia University. Her teaching experience has been on the college level. Since 1933 she has been Professor of Home Economics, Head, Clothing, Textiles and Related Art, University of Alabama, University, Alabama.

Many honors other than those in

Delta Kappa Gamma have come to Miss Thompson. She has given generously of her time in the many organizations of her teaching field, serving on local, state, and national levels. During 1946-48 she did an outstanding piece of work while serving as president of the Alabama Division, American Association of University Women.

Attractive, full of pep, and possessing a strong, winning personality, Miss Thompson never falters in any undertaking. Thus it is ON OUR TOES we must be, South-eastern Region!!!

## **Phyllis Ellis of the Southwest**

**U**NUSUAL and outstanding characteristics add up to make the personality of Phyllis Ellis.

A top-flight teacher and true working member of Delta Kappa Gamma, she has a head full of gray matter but doesn't let it weigh her down. She is sprightly and vivacious, without giving the less spirited of her companions a sense of fatigue, and her unfailing wit is as free of barbs as a soda straw. In short, she sparkles.

In addition to being an indefatigable worker, she is an indefatigable hobbyist. Not the china dog or demi-tasse collection type of hobbies, but hobbies of the house building and pheasant-raising variety. She not only designs new houses and plans ways to remodel old ones, but she likes to pitch in on the construction work as well. She spent a good part of last sum-

mer building a concrete-block fence around the six-room stone house she helped build a few years ago.

When she isn't teaching her first graders at the Riverside Elementary School in Fort Worth or tending to Delta Kappa Gamma business or building a barbecue pit or tending to her flock of pheasants, she is occupied with one of her

other interests. These range from traveling, gardening, canning, raising flowers and fish, grafting fruit trees, and reading (she reads almost as fast as she can turn the pages) to repairing gadgets. She is a very good electrician.

In fact, Phyllis Ellis is a person who can do just about anything she sets her hand and her heart to.

### CHAIRMEN OF NATIONAL COMMITTEES

*Committee on Awards*—Miss Birdella Ross, 3149 Irving Avenue South, Minneapolis, Minnesota.

*Committee on Constitution*—To be appointed.

*Committee on Educational Roster*—To be appointed.

*Committee on Fellowships for Foreign Women Teachers*—To be appointed.

*Committee on Legislation*—Miss Katharine H. Obye, 2414 Vernon Street, Rockford, Illinois.

*Committee on Membership*—Miss Blanche Foster, 178 Franklin Street, Woodbury, New Jersey.

*Committee on Music*—Mrs. Lillian Mohr Fox, 2374 East Orange Grove Avenue, Pasadena 7, California.

*Committee on Necrology*—Mrs. Maye Anita Johnson, Box 187, Albion, Idaho.

*Committee on Nominations*—Miss Hattie Fowler, Box 607, Statesville, North Carolina.

*Committee on Organization in Foreign Countries*—Mrs. Carrie Belle Parks Norton, State Teachers College, Indiana, Pennsylvania.

*Committee on Pioneer Women*—To be appointed.

*Committee on Planning*—Miss Birdella Ross, 3149 Irving Avenue South, Minneapolis, Minnesota.

*Committee on Program*—Mrs. Edna McGuire Boyd, 210 Hillsdale Avenue, Green castle, Indiana.

*Committee on Publications*—Dr. M. Margaret Stroh, 804 Littlefield Building, Austin, Texas.

*Committee on Research*—To be appointed.

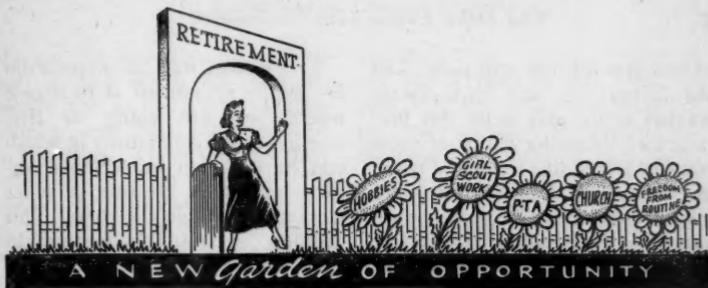
*Committee on Revision of the Ritual*—Dr. Olive White, 305 Crescent Avenue, Peoria, Illinois.

*Committee on Scholarships*—Dr. Jane Carroll, State Teachers College, Pittsburg, Kansas.

*Committee on Selective Recruitment*—Mrs. Dorothea Meagher, 312 East Fifth Street, Edmond, Oklahoma.

*Committee on Teacher Welfare and Morale*—Dr. Fern D. Schneider, 1542 Live Oak Drive, Silver Spring, Maryland.

*Committee on Transfers*—Miss Eula Lee Carter, Texas Christian University, Fort Worth, Texas.



## RETIREMENT— A Challenge and an Opportunity

SARA M. HOLBROOK

To one who had taught for many years in a small New England college where there was no "retirement system" the subject was of small moment and seemed something vague and far away and to have little personal significance. Then came many changes in rapid succession, the war with its army training program, followed by the post-war expansion, a new administration and the sudden awareness that among other changes was the inauguration of a "retirement system." One now must take the calendar and figure how long before she "could retire" or how long before she "must retire," and the inevitable question arose, "What shall I do then?"

If one's attitude towards her work has been "And Gladly Teach," in

the words of Bliss Perry, there is the inevitable sinking of heart and the feeling that this is the end of her work. Let her ask herself rather, which end? It may be the end at which she starts a rich, challenging, and fascinating program for herself, days filled with work but with greater freedom to choose what it shall be.

One prepares to be a teacher, a nurse, a doctor, whatever the profession may be, so why not prepare to be a busy, contented, retired teacher, contributing all possible to the work and needs of one's community? As part of the preparation, first think objectively as to the advantages and disadvantages of retirement.

To suggest only a few advantages, there is the matter of choice

of how you will use your time. List the things that you have always wanted to do and could not find time for. Consider which of these you still would like to do and try to ascertain what opportunities are open along each line. Another advantage is the freedom from routine and the opportunity to arrange your hours of work with greater flexibility. A third advantage is the chance for service in your community as a Girl Scout Council member; on a Community Center or Orphanage Board; in Red Cross, Parent-Teacher, Hospital Book-Wagon work; church work, or whatever your interests and talents best fit you to do.

Do not overlook the advantages of developing a hobby, if you have not had one before, and pursuing that. This is an unlimited field which offers enjoyment and may be turned to financial advantage for oneself or for some cause to which one longs to give but which cannot quite be met on one's retirement income.

THOSE last two words will undoubtedly suggest disadvantages, but there is something to be considered on the side of the advantages too. If the income is less, there are certain expenses that are less also in the way of clothes, taxes, required further study in summer school, or extension courses. This has only started a list of advantages and disadvantages, so complete it for yourself and you will be happily surprised to see how the advantages may outweigh the disadvantages.

The second step in preparation for happy retirement is to decide where you are going to live, whether in the community in which you have taught or whether, because of health, climate, or other factors, you will go elsewhere. This decision is vitally important in your whole plan. If you do not move it will be easier to find out what are the opportunities and needs for volunteer and part-time work. Today as never before there are many part-time positions open to the trained older woman, which combine profit and a new and stimulating challenge.

THE next consideration is, "What am I fitted to do besides teach my special subjects?" If you still long to continue teaching, seek for chances for part-time in an institution where the age limits may be different or where there is no fixed retirement policy, but where the change may mean delightful new friendships and seeing another part of the country. Then, too, the position of college hostess or housemother is thoroughly enjoyed by many as it still gives access to college library, lectures, and concerts.

There are many fine examples of joyous living among those who have already reached "the Promised Land of Retirement," as one college president expressed it in congratulating a member of his faculty who was retiring. Many are enjoying and profiting richly by their hobbies as one who creates lovely jewelry and metal pieces, another

who collects attractive stones, cuts and polishes them for costume jewelry and in the search in field, roadside, and shore gains fresh air and exercise. There was Dr. Mary Dole, who told in her book, "A Doctor in Homespun," how her weaving made possible the establishment of a medical fellowship, and Dr. Bertha Terrill, who by weaving has contributed a loan fund for women students at the university where she taught for many years.

If your training has fitted you as an art or music critic there may be

the chance for reviews of concerts and art exhibits in your city. If your field was psychology, find opportunity to serve as clinical psychologist in clinics in your state. This is a fascinating field in which there is a shortage of qualified persons, especially in the work with young children.

The joys of new acquaintances, new contacts, new experiences, which come with retirement if met with an open and unprejudiced mind, make one say, "Retirement, a challenge and an opportunity! What will be my response?"

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Teachers' colleges enrolled 7.3 per cent fewer first-time students in the fall of 1948 than in 1947, according to data released by the U. S. Office of Education. The outlook for an adequate supply of teachers to man the nation's elementary schools is more bleak than ever. Are you doing anything to help the situation in your own community?



## KATHERINE PETTIT Pioneer Mountain Worker

FOR almost a century the mountain region of Kentucky was cut off from the rest of the world. Almost all the news that trickled out was in tales of bloody feuds and perpetual moonshining. From childhood, Katherine Pettit had been interested in a missionary friend's account of isolated regions to the south and east of the Blue Grass.

Reading in the papers of March, 1895, that the terrible French-Escrsole feud in Perry County was ended by the death of the last fighting man, Katherine Pettit journeyed with some friends to the county seat, Hazard. They traveled one day by rail and two by wagon. She remained several weeks getting acquainted with the women and dreamed of building a "Home Industrial" where better home-making might be taught. For the

Research by LUCY FURMAN,  
Kentucky

Arranged and edited by  
HELEN MARSHALL

next three summers she visited Hazard, taking with her flower seeds and books from various library organizations.

In the spring of 1889 she took a walking trip through the Pine Mountain region. Everywhere she found the same conditions of ignorance. While it was delightful to hear in their homes the language of Shakespeare and fine old Scotch and English ballads, it was tragic to see people of such good stock deprived of the advantages of the age in which they lived.

One day two men came and begged her to start a school at the

mouth of the Big Laurel. In a tent borrowed from the state militia, decorated with flags, pictures, red cheese-cloth, and paper chains, the first rural social settlement ever undertaken was begun. From the village and all the creeks around, young and old came to see the "Quare fotched-on women from the level land," and to enjoy the good times.

Late in the season old Solomon Leveridge from Troublesome came to see Miss Pettit. "Come on over on Troublesome, and do fer us what you air doin' here!"

The next summer, 1900, Katherine Pettit and May Stone with four helpers went to the village of Hindman at the forks of Troublesome Creek and set up five tents. More than a hundred enrolled in the sewing classes. Thirty-six were men and boys. So called "mean" boys sat peaceably on the hill hemming handkerchiefs, and they constituted themselves a committee to keep order in the village at night.

**A**T the close of summer, the citizens felt they could not get along without the "fotched-on" women. A mass meeting was held. If they would remain always and found a school the community would provide land and logs.

Miss Pettit and Miss Stone hesitated. It was a big undertaking and their experience was limited. The only school they believed in was an industrial set-up where the pupils could work for their board. A decision had to be made. The

women sat one night on the hill considering. Katherine repeated axioms. "If a thing ought to be done, it can be." "God never fails." "Learn by doing." At midnight they stepped out on faith alone.

They began their work in Hindman in the summer of 1902. The logs donated for the building were still trees on the hillside. These the women had to measure, mark, have cut, trimmed and squared by hand, then snaked down the slopes by ox-team and floated or hauled to the school ground. Stone for foundations and chimneys must be quarried from the rock cliff; shingles for the roofs hand riven.

**I**T was three years before the great house of twenty-eight rooms was ready to be furnished with things made in the shops. People rode for miles to see it. Three months later the entire plant was destroyed by fire. Katherine Pettit and May Stone, standing barefooted on the ground, watched the flames shoot upward. "School will be held down in the church tomorrow." In less than a year all the houses were rebuilt and a small hospital added. Here clinics were conducted by "fotched-on" doctors.

The ideals implanted in the hearts of their pupils spread to every section of the mountain community. Years later a great-granddaughter of Solomon Leveridge, a graduate of Wellesley and a teacher of English in a large New England high school and the author of de-

lightful plays, wrote, "It was through great-grandfather's dream and your belief in his dream, that you brought the school to Hindman. How can any of us ever tell you what it has meant for us? It would be like trying to thank one's mother for the gift of life."

In 1913 Katherine Pettit felt again the urge to pioneer. She left the Hindman school to May Stone and started a new one up Pine Mountain where four creeks head up. At the Pine Mountain school, all pupils were to live in the school. Half of the day would be spent in study, half in work.

"To provide the mental tools for everyday needs, and to make the young people alert, open-minded, and full of zest for enlarging their horizons," was the goal of Pine Mountain. Special stress was to be laid on keeping alive the old ballads, folk music, dances, and natural culture of the people.

**A**T both Hindman and Pine Mountain Settlement schools, Miss Pettit kept in daily touch with the industries and with the boys and girls themselves. Frank, free-spoken as any of the highlanders, she did not hesitate to "fault" the ways of young and old and to tell them better. After twenty-eight years a boy wrote, "The spirit of your word is still an inspiration to me." A girl wrote, "John hasn't drunk for a long time now. He says, 'You know it's funny, but every

time I start to do something that isn't right, it seems as if Miss Pettit is going to step right up and see me.'"

In 1930 Miss Pettit relinquished the head of the Pine Mountain center to do what she called freelance work among the mountaineers. She strove to bring the people back to the old self-sufficient living of their forefathers and to keep them off relief rolls. The latter she believed to be a sure destroyer of character.

**K**ATHERINE Pettit understood mountain people and their problems, and she served long as a valued counselor for federal and state agencies—a kind of prison officer between highlands and the outside world.

She engaged in settlement work longer than any other person in the Appalachians, giving her strength of body and mind, her vision, and her genius to the people she loved. She accomplished much, but she ever remained modest of her achievements. Newspaper reporters sought her in vain. No one would ever hear from her that she had been awarded the Sullivan medal for distinguished service to her state.

Shortly before her death in 1936, Katherine Pettit wrote a friend, "This has been a glorious world to live and work in. I am eager to see what the next will be."

# An Investigation Concerning Certain Variables of Posture in Relation to Body Build, Strength, and Flexibility

MARGARET S. POLEY

IT IS commonly said that no two human bodies are alike and that the ways in which they differ are endless. Hippocrates, long years ago, observed:

Some are hollow, and from broad contracted into narrow; some expanded, some hard and round, some broad and suspended, some stretched, some long, some dense, some rare and succulent, some spongy and of loose texture.\*

These differences in bodies of necessity lead to differences in posture, and thus one of the biggest problems that confront parents and teachers is that of determining whether the posture of a given individual is normal for his body or whether it falls outside of the normal range of variation. Much of the literature which describes what should be considered as normal or desirable in posture emphasizes that it is important to recognize differences in body build and to avoid setting up the same ideal for all types of build. However, most of the authors either describe a single ideal posture and assume that their readers will know what variations should be expected for the different builds, or give definite descriptions of the variations without giving any means for deter-

mining which type of build a given individual possesses. The few objective studies which have been done on this general problem are inconclusive, either because of the method of determining type of build or because of the measures of posture which are used.

A few x-ray studies of the relationship of bony structure to posture indicate that the relative roundness or straightness of the back may be determined by the shape of the vertebrae or of the pelvis. Also, clinical observations reported by several orthopedic surgeons have led to the conclusion that differences in thickness of bony structure may be accompanied by corresponding differences in length of ligaments with resulting variations in flexibility, and that the combination of these factors leads to characteristic lengths and depths of the spinal curves and also to characteristic variations in general body balance and alignment. It may be that these structural factors are dependent on general body build and, therefore, that the posture determined by them may vary characteristically with type.

THROUGHOUT the literature on posture and body build is found again and again the concept that, just as particular postures are associated with specific types of

\*Superior figures refer to numbers in the bibliography.

build, so are strength and flexibility likewise related. Many teachers of physical education believe that the relationships of strength and flexibility to posture are very important. In the field of corrective physical education much emphasis has been placed on developing strength in the muscles of the upper back, the shoulder girdle, and the abdomen; and in improving flexibility (increasing or decreasing according to individual need) in the shoulders, trunk, and hip joints. This has been done in the sincere belief that these factors are related to good posture. Nevertheless, objective studies have shown negligible correlation both between posture and measures of strength and flexibility, and between body build and the strength and flexibility variables. It has been suggested that these low correlations may be due to a disturbance of the systematic relationships between variables as a result of an unordered arrangement of body builds, and that, if the build factor were equalized, other relationships would be evident.<sup>1</sup>

**F**OR all of the above reasons, it seemed to the writer that it would be of value to investigate a number of measurable aspects of posture together with possible related factors of strength, flexibility, and skeletal structure in individuals who had been objectively grouped with respect to body build. This was done through

1. A classification into build groups.
2. An evaluation of postural conditions.
3. A study of x-ray pictures of skeletal structure.
4. The determination of flexibility in articulations related to postural mechanics.
5. The measurement of strength of selected muscle groups.

#### *The Classification of Body Build*

Many different methods of classifying individuals into types of body build have been devised. Some of these are wholly subjective, following a verbal description or a check list of inspectional criteria; others are wholly objective, based on anthropometric measures; and some consist of a combination of subjective and objective means. In spite of this wide variety of classifications, however, a fundamental concept of body build as "the width-depth-length relationships in a person's body" seems to be held in common by most investigators. After a careful study of the literature in this field, the writer selected for use in the objective classification of her subjects three indices which have been shown to have a high validity in the determination of body build in college women, namely,

$$\frac{\text{Weight}^{1/2} \text{ Chest girth}}{\text{Height}}, \frac{\text{Leg length}^2}{\text{Height}}, \text{ and } \frac{\text{Leg length}^2}{\text{Chest girth}}$$

In addition to these, the ratio of hip width to shoulder width was studied because of its prominence in the literature.

A METHOD of body build classification which has come into marked prominence recently is that developed by W. H. Sheldon and his colleagues at Harvard, which they call "somatotyping."<sup>9</sup> No study at the present time of any of the problems related to body build could be considered complete without a reference to this method of classification. It consists in the main of determining, by means of a detailed check list, the relative rank of an individual in each of three primary components of build, and then classifying the individual according to the predominance of the components. Although this method is primarily subjective, a simplified and somewhat objective check list has been devised for use with college women. The writer used this check list with a random sample of her cases as a further means of classification, supplementary to the anthropometric indices.

#### *The Measurement of Postural Characteristics*

In general, the problem of the measurement of the postural characteristics resolved itself into three main divisions:

1. Segmental factors, such as the position of the head and neck, the chest, the abdomen, the upper and lower back, etc., and the interrelationships among these factors.

2. General body alignment or poise.

3. Structural relationships as shown by means of x-rays.

Since it was one aim of the pres-

ent investigation to present data which were as objective and reliable as possible, the only measures investigated were those which could be made on posture photographs or on an x-ray. The choice of the photographic measurements was made by means of a preliminary investigation on a selected group of subjects not used in the final study.<sup>†</sup> They included a measurement of head position, three measurements each of the upper and lower backs, and measurements of the contour of the abdomen, the position of the chest, and of the general body alignment. (See Figure 1.) The latter included both the balance of alignment in terms of segmental relationships and the determination of the line of gravity.

THE only means for studying the bony structure of living people is through the use of x-ray films. This procedure is relatively expensive and hence has not been utilized to any great extent on normal individuals. The problem is further complicated by the fact that in certain regions of the spine there are many overlapping shadows that make interpretation difficult, and accurate, reliable measurement impossible. Also, in a stocky person, a clear picture of both the pelvic

<sup>†</sup>For a description of the techniques used for these and other measurements, together with a discussion of validities and reliabilities and for a detailed report on the statistical findings, the reader is referred to an account of this study which is to appear in the *Research Quarterly* in the near future.

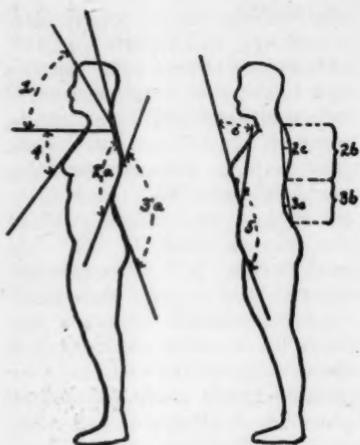


FIGURE 1.—Measurements on Posture Pictures

structures and the lumbar vertebrae cannot be obtained on the same film because of the differences in the thickness of the soft tissues and of the distance from the bony structure to the lens. Likewise, because of the fact that the rays travel only in a straight line, a certain amount of distortion will be found in all structures except those directly in front of the lens. However, techniques have been developed by means of which satisfactorily reliable measurements may be obtained of the bodies of the vertebrae from the fifth thoracic to the top of the sacrum. The measurements selected for use in this study included those from which could be determined the shape or degree of wedging of the bodies of the vertebrae themselves, the shape

of the space between the vertebrae (which corresponds to the shape of the disc), the shape of the curve in the upper back and in the lower back, the slope of the lower back with the horizontal, the degree of sacral tilt, and the relationship of the spine as a whole to a perpendicular gravitational line.<sup>‡</sup> (See Figure 2.)

#### *The Measurement of Related Factors*

The aspects of strength selected for study included measurements of shoulder strength (both push and pull) and of back strength made by means of a dynamometer, and abdominal strength measured

<sup>‡</sup> The writer is very grateful to the Delta Kappa Gamma Society for the financial assistance which made this x-ray study possible.

by means of the sit-up test. The flexibility measures selected included standing, bobbing to test the flexibility of the trunk in forward movement and of the hip joints, backward bending of the trunk from a face-lying position, and an angular measurement of shoulder girdle flexibility.

Another factor often considered to be related to the problem of posture is the knowledge and under-

standing of the principles of good body mechanics. In a group of entering college freshmen, the background of training in such matters is markedly varied and it is difficult to obtain an accurate measure of this factor. Nevertheless, an objective written examination for testing knowledge of body mechanics has been developed at the State University of Iowa and

norms have been established by its use over a period of years. This examination was given to all of the subjects of this investigation and the scores were compared to the other factors which were studied.

The general state of a person's health is often considered to have an important relationship to her posture. Here, again, it is difficult to classify individuals with

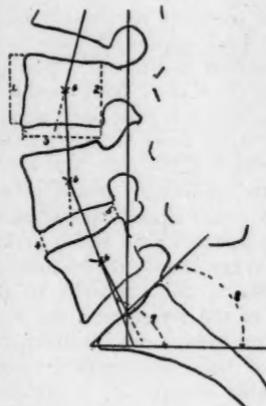


FIGURE 2.—Measurements on X-rays

1. Anterior Height of Body
2. Posterior Height of Body
3. Inferior Length of Body
4. Anterior Intervertebral Space
5. Posterior Intervertebral Space
6. Accumulative Angle of Curve
7. Angle of Lower Lumbar Slope
8. Angle of Sacral Tilt
9. Theoretical Gravity Line

standing of the principles of good body mechanics. In a group of entering college freshmen, the background of training in such matters is markedly varied and it is difficult to obtain an accurate measure of this factor. Nevertheless, an objective written examination for testing knowledge of body mechanics has been developed at the State University of Iowa and

respect to a condition which involves so many factors. However, the subjects which were used in this investigation had all been given a fairly complete medical examination on their entrance into college and, on the basis of this, were classified as "normal" or "medically-restricted." A comparison was made of the scores of these two groups in the other variables.

### *Subjects*

The subjects used for this study included 352 freshmen women at the State University of Iowa. The posture photographs and the anthropometric measurements were made at the time of the entrance examination, and the strength and flexibility tests were given in the physical education classes during the first three weeks of school. The x-ray pictures were made on 153 subjects selected by choosing a random sample from within each of the build groups, the number from each group being approximately proportional to the number for that group in the total.

### *Summary of Findings*

The relationships among all of these various factors were studied by means of zero order and partial correlations, and by comparisons of means and standard deviations. Most of the correlations were very low, although many were sufficiently high to be considered significantly different from zero. None was high enough to be predictive. Very few of the differences between means were significant.

**O**N THE whole, the results indicate that body build is one factor out of the many which determine posture but that its influence is not sufficiently strong for us to say that because a person is of a given build she should be expected to have a certain kind of posture. However, of the individuals used in this study, those of stocky build

tend slightly to have a more protuberant abdomen and a more elevated chest than do the others, and the more slender the build (on the average), the flatter the abdomen and the lower the chest. On the other hand, if the build factor is held constant, a person with good shoulder strength tends to have an elevated chest, and a person with strong back muscles but weak or average abdominal strength tends to have a protuberant abdomen.

**T**HE contours of the curves of the back appear to have more relationship to the other postural factors than does body build. A person with a hollow back, regardless of build, tends to have a round upper back, a low chest and a protuberant abdomen; and a person with a round upper back tends to have a forward head and a hollow back. When the degree of curve in the back is due primarily to the shape of the vertebrae, these relationships are more pronounced. General body alignment is more noticeably affected by a forward head than by any of the other factors, although the position of the chest, of the lower back, and of the abdomen show a slight relationship here.

On the whole there is very little relationship between strength and posture, or between flexibility and posture in these subjects. A very slight tendency is seen for the person with strong back muscles to have a round upper back and a flat lower back (especially as de-

fined by the shape of the vertebrae), and for the flexible person to have an erect upper back, a hollow lower back, and a protuberant abdomen.

**T**HE relationships between build and the measures of strength and flexibility are almost negligible. A very slight tendency is seen for the stocky type to be more flexible than the others and to have more back strength and more shoulder strength.

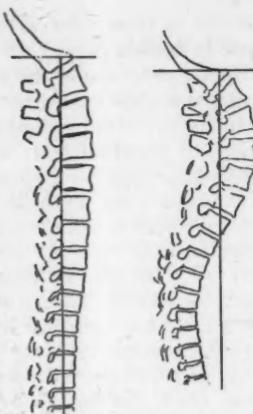
Correlations between the scores on the knowledge examination and the other variable gave completely negligible coefficients with all items except shoulder flexibility and the strength of the abdominal and the back muscles. Therefore, it may be concluded that, in this group of college women, posture was not affected by knowledge of the principles of body mechanics. It must be noted, however, that the scores on the examination indicated, on the whole, quite poor knowledge of the good mechanical use of the body.

A comparison of the mean scores in all variables for the medically normal group and the medically restricted group showed no significant differences between the groups. Since all of these young women were sufficiently healthy to be attending college, this may not give a typical picture of the influence of health on posture. Also, average scores do not account for individual cases. However, on the average, those people of normal health in this study had the same types

of posture as those who were below par in health.

As the measurement of the x-rays was being done, the investigator became interested in the various combinations of vertebral body shape and disc shape that were apparent in the thoracic spine. Typically, the thoracic vertebra is approximately rectangular in shape, or wedged slightly with the narrow edge on the anterior surface. The vertebral disc is an electric structure which will vary in shape in accordance with the pressures exerted upon it. In some cases the disc showed a wedging that was narrow anteriorly. This shape, combined with a similarly wedged body, served to increase the convexity of the total thoracic curve. (See Figure 3.) In other cases, the disc was so nearly rectangular that it had no appreciable effect on the total curve. However, in still other spinal columns, the disc was wedged so that it was narrow posteriorly, and this served to decrease the total convexity.

**T**Hese findings may be of marked significance in postural education. If a round-back condition is due to the shape of the vertebral bodies, it may well be that the roundness is normal for that individual and he should not try to stand more erectly. If, on the other hand, the round back is due to the shape of the discs, the person should be able to straighten it fairly easily, and it appears logical that that individual should stand with a more erect spine. Likewise, if in a



**FIGURE 3.—EXAMPLES OF A CURVED AND A STRAIGHT SPINE**

straight spine the vertebrae are rectangular, the straightness in all probability is normal. But, if the straightness is due to a posterior compression of the discs, it is logical that that individual should have a rounder back. The reasons for the difference in the shape of the bones is not known. The theory has been advanced, and is fairly well substantiated, that it is an hereditary characteristic.<sup>8</sup> However, it is not improbable that postures maintained continuously in the early years of life could have an appreciable effect. Further study is needed, both with regard to the differences noted above in and of themselves and in

respect to other possibly related factors; and of a longitudinal nature, with regard to the development of the spinal curves during the growth years.

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# Joseph Malègue: Sa Vie et Son Oeuvre

## Joseph Malègue: His Life and His Work

ELIZABETH MICHAEL

SUCH is the title and its English translation of the 688-page thesis defended before a jury of three members and an audience of 150 persons, July 28, 1948, at the Faculté des Lettres of Laval University, Quebec, Canada. After the defense, or soutenance, the candidate was awarded the "doctorate de l'université" in French, mention, "grande distinction." The page following the title page of this thesis bears the inscription: "A la Société Delta Kappa Gamma, avec une profonde reconnaissance," "To the Delta Kappa Gamma Society, with a profound gratitude."

The thesis is divided into two parts. The first is the biography of Malègue: Chapter 1, from his birth to his marriage (1876-1923); Chapter 2, From his marriage to his death (1923-1940); Chapter 3, The Man (a physical, intellectual and moral portrait). The second part is a study of the work of Malègue. Chapter 1, An analysis of the novel, *Augustin ou le Maître est là, Augustine, or the Master Is There*; Chapter 2, Two aspects of the Art of Malègue, the Psychology and Suffering; Chapter 3, Other aspects of the Art of Malègue (his realism, his care in presenting the truth, his use of odors, sounds, blocks of time, contrasts, his sense of the dramatic, his literary mis-



takes); Chapter 4, *Augustine* and the Critics (a minutely detailed study of the literary criticism this novel aroused in magazines and newspapers all over the world); Chapter 5, *Augustin* and the Malègue Correspondence (letters written to Malègue by people of all stations of life, from a Paul Claudel to a humble peasant; answers written by Malègue which show the seriousness with which he accepted his responsibilities toward his public); Chapter 6, The other works of Malègue (the religious writings or "opuscules religieux," his posthumous works, his unfinished works, certain unpublished works).

TO write the first biography of a Malègue was a difficult task. He was so extremely modest, discreet, secret even. He so detested being spoken about that his wife wrote: "He manifested such a reserve in regard to all that touched him personally, felt such a repugnance at

hearing himself or those he loved talked about publicly, that the feeling of violating a sacred trust constrains one a little." He himself wrote: "I have a horror of being praised, not through humility, but because something of myself has thus passed to another and is no longer mine, and my incognito and solitude are thus violated and rendered public and Pierre, Paul, and Jacques walk there as though at home. And I do not know what to answer, prey to a sudden, unctuous and baffling humility." His was also a most complex nature and personality to capture in mere words. HOW does one dare to try to express qualities about a man of whom his confessor said as an interview ended: "Joseph Malègue n'habitait pas notre monde, Mademoiselle" ("Joseph Malègue did not live in our world")?

However, little by little, the events of the life were gathered and the complex personality of this great philosopher, mystic, Man of God, as well as novelist, began to unfold. The life in itself would make a most fascinating novel. Utmost care had to be taken to present the story based on scientifically documented facts. There was no effort made to brutally tear down the curtain behind which Malègue had hidden his private life with such untiring tenacity. Rather, the life story was composed in the knowledge that it would help in a measure to illuminate the work. The better one understands the life of a Malègue, the more competent

one becomes in understanding his work. This study also helps to correct certain false reports about Malègue which even appeared in print, falsities which always grow up around a writer who guards his silence. For instance, because of the subject matter in the novel *Augustine*, many critics jumped to the conclusion that Malègue had lost his faith and had returned to it late in life. Malègue never lost his faith. He spent his entire lifetime in a constant and untiring search for the eternal truths.

One cannot telescope this life story into a few words. Perhaps it would be wise to give a brief translation of one of the most interesting periods of that life to give an idea of how the work was done.

**I**N 1920, Malègue left his Paris to teach at the Ecole Normale at Savenay, near Nantes. He taught courses in history, geography and English. In Nantes, the Cercle catholique d'Universitaires, founded by Marthe Homéry, heard of "the stupefying presence of a professor, ostensibly Catholic, going to mass and partaking of communion." Certain members demanded audience of the "Phénomène" and begged him to participate in the activities of this club. He came in October, 1922. Miss Homéry had long known a certain Mlle. Yvonne Pouzin, renowned doctor in Nantes, and began to make plans. She thought the newcomer would make an excellent husband for her friend. She personally asked Mlle. Pouzin

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to come to the meetings to represent "l'enseignement supérieur." Mlle. Homéry writes: "Quelques petites manœuvres et ils furent fiancés." The two superior beings were married August 29, 1923.

The career of Dr. Pouzin-Malègue is a story in itself. She was the tenth woman of France to be admitted to internship in Paris as "interne des Hôpitaux"; she was the first woman in France to be named "Médecin des Hôpitaux," a term of great honor in France in the medical profession. That this remarkable woman, for her personality was as outstanding as her success professionally, should marry Joseph Malègue, who, in spite of his doctorate in Law and his years of instruction, had not yet really "found" himself, was the cause of great consternation and amazement in Nantes. However, these two loved each other with an inexpressible profoundness; it was a "grand amour," a perfect marriage; they completed each other. "Ils vivaient une vie toute dévouée dans une dévotion absolue." After a year, Madame Malègue persuaded her husband to give up his teaching to devote himself solely to the finishing of the novel he had already begun. Continuing her professional life, carrying out her hospital duties in the mornings and receiving her own patients in the afternoon, Madame Malègue was still able to devote a large part of her time to the task of creating around her husband an atmosphere of perfect comfort, an atmosphere

in which he could write. He was a meticulous worker and would have spent the rest of his life re-vamping page after page of manuscript. It was she who insisted that the novel was finally ready for publication. They took it to the publishers. Finally, 30,000 copies of *Augustin*, by J. Malègue, came off the press of the Editions Spes, February 22, 1933. Malègue was now fifty-seven years old.

WHAT can one say of this great novel in a few words? It is a great work. It has influenced the lives of thousands, and one can safely predict that it will influence the lives of thousands more. Already in France "they" are talking of the "miracles d'Augustin," though that aspect was carefully avoided in the thesis. It is a novel which grips the hearts of Protestants as well as Catholics. It is a psychological, religious novel. Its drama holds one spellbound. Yet the story is simple. Augustin, the hero, is taken from the age of about four to his death in a TB Sanatorium at thirty-five. He is a pure intellectual, betrayed by his intellect and his heredity (his Auvergne origins); he loses his Faith. What a conflict! This story is the story of Man in Conflict, any conflict, religious in nature or not. Through much suffering Augustin finds again his lost Faith. The Master, who had never left him, can finally enter to take possession of that noble heart, of that superb intelligence. This is a novel which is

constantly in the state of being discovered. It will live, of that one can be absolutely certain. Someone *must* translate it into English. As Louis Chaigne said in one interview: "Mademoiselle, *Augustin dépasse la grande littérature.*"

The religious works of Malègue would provide food for meditations for those of all religions. They are particularly precious to those of the Catholic faith. Madame Malègue always insisted

that these works were of the greatest importance. She felt that here her husband had expressed his very deepest thinking, his profound philosophy.

Malègue spent his entire life in the elaboration of his thought. For Joseph Malègue, religion is not a game, but, with all of its joys, all of its exigencies, it is a *love*. In his life and in his work, one sees triumph the irreplaceable, the essential, "*l'unique nécessaire.*"

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"Atomic energy belongs to the people. It was paid for by the people to the tune of three billion dollars worth. The people are the owners and have the ultimate responsibility for determining what is done with this enterprise," said David Lilienthal recently.

# Views on Teacher Exchange

KATHARINE H. OBYE

LAST spring a questionnaire sent to twenty teachers serving as exchange teachers in Illinois and England revealed some very interesting answers to questions concerning arrangements made for exchange, greatest value of the exchange, and handicaps to mutual understanding between Americans and English. Common problems, professional practices, and impressions of community life—all entered the picture. Possibly of greatest interest to teachers generally are the answers having to do with problems common to the teaching profession as related to classroom, community, and professional organization. Of paramount significance to the Illinois teachers was the size of the classes which they described as overcrowded because of shortage of teachers and inadequacy of school buildings. Size of classes was held responsible for poor reading habits of many younger pupils and, in some cases, for deterioration of discipline. The gradual shifting of home responsibility to the school impressed the American teachers as very serious. One teacher commented: "School dinners in England are a fine thing, but mean in many places teachers have the children continually from nine to four. It's up and down all lunch period waiting on and teach-

ing the children correct manners." Adult education with special reference to child guidance impressed the American teachers as a common need.

The British teacher in Illinois felt that at home she was free from concern over Federal and State aid as well as that over racial and religious minorities, but like her sister in the States she had to struggle to maintain high academic standards. Enormously increased activities and amusements in the child's life tend to submerge the "study" motive in the educational system. Then in a masterly understatement concluded this considerate fellow teacher—"More noticeable in the United States, though present too in England." In both educational systems was observed the relinquishing of moral and social training by the home and the expectancy that the school would take up the lag. The Britishers, realizing the significance of democracy in education, felt the Americans attempted to offer equality of opportunity in their high schools while the Britishers tried to accomplish the same purpose in three separate schools, thereby reckoning with inequality of ability as well. Development of a wider international outlook of the students, the teacher from Britain considered a problem for both countries.

DIFFERENCES in professional practice and organization that we need to lessen before we can have better understanding were very definitely pointed. Interesting it was that the main emphasis by the American teacher was upon teacher organization and administrative practice while our English friends dwelt greatly upon academic organization practices. Teachers active in professional organization in this country could not comprehend what they described as "less professional spirit," "fear of doing work before and after school," "willingness to let school heads determine curricula, programs, syllabi," lack of summer school for teachers to earn initial or additional college credits in English school staffs. The democratic approach in the schoolroom itself also puzzled teachers visiting America. One Illinois teacher said she had to be in constant defense of her schools at home against the accusation that the teacher was too free with her pupils and did not stress academic subjects. The matters of paramount significance in school organization which worried the visitors to England were the practice of thoroughly educating the few; the responsibility of commercial firms for the apprentice training of youths entering business and trade; the importance of the college entry examination; and the early division of education (11 years) into college and non-college preparatory streams. As a tribute to American parents' interest in their children's schools, frequent

reference was made to a complete lack of this in British schools.

Our English teacher friends feel that if school organization is to help in Anglo-Saxon understanding there must be more frequent and intelligent discussion of British history in our schools. One comment referred to lack of international news in the West. This teacher wondered how much the Illinois teacher knew about England before she went there to teach. Emphasis upon grades and sports here supplants interest in academic achievement in the questionable practice that confronts the English exchange teacher. She appreciates, however, the importance American schools give social training. The answers granted there was great difference in school administrative practices in England, but nowhere did there seem any tendency to rebel against such a set-up. Americans, with their tendencies to build, reconstruct, tear down, build up, find it very difficult to accept any educational pronouncements as final with no feeling of desired change.

INTERESTING and stimulating as the school contacts were, insight into the life of the exchange teacher's teaching community is of particular significance as efforts are being made toward better understanding of peoples of other countries. If eventually we are to consider ourselves as world citizens under world government, we will have to become better acquainted and thereby destroy imaginary

barriers existing between ourselves and many nations of the world, including Great Britain. Our American teachers in most cases met unending hospitality, kindness, and cooperation. They admired the patience of the English, struggling with scarcity and regulation; their cheerfulness, their hope, and their sincere interest in and appreciation of America. Class distinction in all groups, among teachers as well, and in communities is a national tradition which American teachers feel retards any and every kind of social progress. On the other hand, the complete dependence of the average British family on social legislation is quite a frustrating picture for the American teacher to observe, lover as she is of independence of thought and action. Teachers feel that the influence of American movies as a whole has been very unwholesome in spreading exaggerated ideas of wealth, moral laxity, and general disinterest in hard work to gain desired ends.

And what did the British teacher observe about us as a people? First, she likes the close relationship between school and home. She warns the school may become too powerful—over-shadowing even church and family life. Pace of life impresses the visitor; but she is amazed that churches are filled as well as stadia, and that father and mother can spend so much time out of the home in clubs and organizations. Children, too, she thinks live at too fast a pace and

away from home too much and often. Naturally the high standard of living veritably shocks one who has been so restricted in food and warmth. Contrary to what one teacher had expected from the movies, she finds us hard workers with definite goals in view. Friendship for us as a people is expressed by the English teachers who feel our common causes have drawn us very close at least twice in this century. Oddly enough, we American teachers, with all our emphasis upon the professional, impress our public merely as employees of the state, a visiting teacher observed.

NATURALLY one asks: "What are the values of the exchange?" "Distance lends enchantment" is an adage many of our teachers found true as they adjusted themselves to new situations abroad. Comparison of the two systems revealed strengths and weaknesses in both. The opportunity to live with the working people, to ride the trains, to stand in food lines—these all brought the people and the country very close and the realization that in the main we are very much alike; some differences are unimportant if in vital matters we think alike. Various organizations of laymen, such as Farm Groups, Church Guilds, Fox Meets, Women's Institutes all gave a clearer insight into English life. Travel on the continent, especially during this period of unsettled relationship between countries, was of inestimable value

to the teacher-student of world affairs. Correction of wrong impressions of American life gained through reading and going to see moving pictures has been of untold value, our teachers agree.

Informal group gatherings where the British teacher could talk freely and frankly of her homeland's schools and life in general were a source of great satisfaction to the visiting teacher. Here she found misunderstandings she could correct; sometimes she might even debate on the superiority of the English way. Admiration was expressed for informal discipline in schools, but the firm belief the British children are better educated persists. One teacher had the temerity to accuse us in Illinois of narrow insularity which she

could not check. (Perhaps she should hear of recent Illinois election choices.) "Above all," one ventured, "knowing the spirit of the American people will help bring about the ultimate in our goal—mutual understanding and friendship."

Possibly no practice better designed to bring the people to the people can be worked out than the teacher exchange project. The teacher is unsurpassed in her influence as she brings a little bit of her country to her neighborhood, her school, her community. Her message is many times blessed as she reveals the little happenings of home and school as a true revelation of the lives of ordinary people—the people who must demand a world of peace.

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"Consolidation can be carried to the extreme," said Governor Tuck of Virginia. "Concrete and mortar don't educate people and you can't educate them in school buses. . . ."

# One Teacher Looks at Educational Problems in England

MILDRED WEED

A PERSON living in a country other than his own is constantly impressed with the similarity of the problems faced by all countries. Countries, which at first glance seem to be entirely different from our own, upon close study are found to be struggling toward the solution of many of the same problems which confront us. Through participation in the Teacher Exchange Plan both the teachers from America and those from England found this to be true in the field of education. The existence of educational problems which we all understood made it easier for us to adjust to the new situations in which we found ourselves.

In England the most important educational problem is, as it is here, the acute shortage of teachers. The Education Act of 1944, which was designed to bring more education to more children and for a longer period of time, has brought an additional burden to the schools already operating under shortages of teachers and materials. Education in England is staggering under the burden in an attempt to carry out the provisions of this act. The prospects for more and better buildings are



gloomy because of the lack of materials for building purposes. Housing shortages bring about the necessity for crowding children into rooms. Such large classes and poor working environment are a major factor in keeping young people from going into teaching. Some schools suffer more acutely from the teacher shortage because of their locations and because of such conditions. Teachers avoid these crowded and poorly equipped schools and show preference for the country and seaside towns where working conditions are likely to be more favorable.

In order to give some idea of the scope of the problem it might be well to quote some figures. Since the end of the war, there have been only sixteen new schools built in England. Yet, it has been necessary to provide housing for 100,000 extra children. This has been done to some degree through the renovation and extension of present

buildings. This, however, has not been adequate to meet the needs.

The Education Act of 1944 raised the school age to fifteen. This age, which seems low to us, is a year higher than the compulsory education age which existed before in England. This meant that last September 147,000 fourteen-year-old children began an extra year of school in England. Back they went into bomb-blasted, windowless buildings and were placed in classes of up to fifty with one teacher to care for them.

**H**OUSING is not the only important problem brought about by this extra year of education. These children have grown up during the war and, having lived through war conditions, they have developed different needs and interests from the fourteen-year-old children of pre-war days. Their interests must be provided for if they are not to waste time. The girls need practical instruction in the domestic sciences while the boys need good courses in science, chemistry, the manual arts, and vocational subjects. For this type of instruction, however, no equipment is available. As a result, we find thousands of fifteen-year-old British children idling away their time during this additional year of education. The principle of more education is fine, but in practice the plan so far has been far from workable since England is unable to furnish suitable housing, equipment, and instruction for this extra year.

It is noteworthy that the Education Act has done nothing at all toward the improvement of the country's primary schools. This level is the most neglected in England. Although the solid fact remains that the whole system of education is built upon the foundation in the primary schools, little is done for them. Poor beginning education can lead only to failure in spite of the improved secondary schools.

Although the teacher shortages in the United States and England are somewhat comparable, the methods of trying to fill those vacancies are very different. In England notices of vacancies are published in the newspapers. The choice of positions as far as teachers are concerned is influenced largely by the individual's taste as to location. Salaries in England are uniform, regardless of where one teaches. The salary schedule is based upon years of training and experience and operates in all schools in England.

**I**N England, in contrast to the United States, one finds almost no local organizations of teachers. There are large teachers' organizations to which teachers belong 100 per cent, but these organizations do not operate in small community branches as do our Teachers' Unions and National Education Association. The large organization known as the National Union of Teachers commands a membership of almost 100 per cent in the

whole country but has no local unions in many communities.

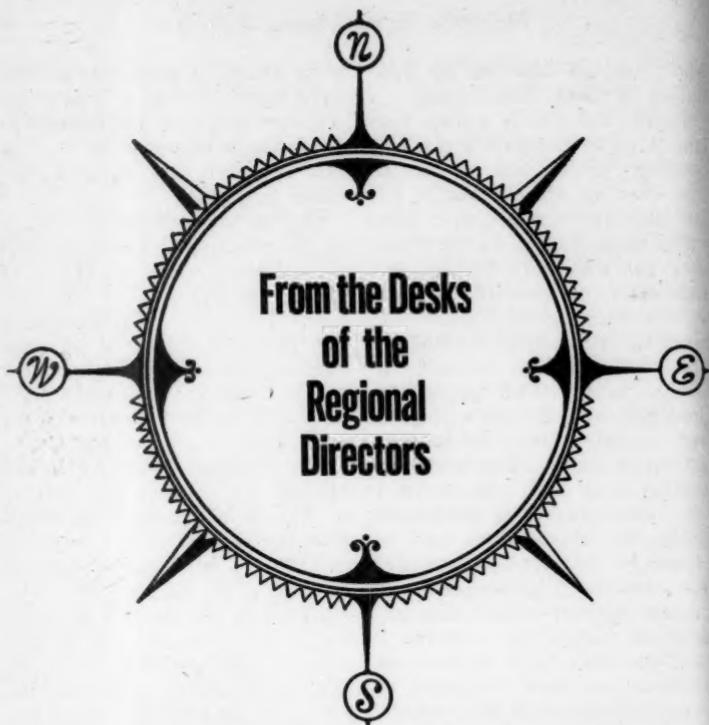
During the time I was in England I never attended a teachers' meeting, professional or social. The town in which I taught was Malton, an agricultural center with a population of 14,000. There were five schools in Malton, but each was a unit unto itself. There were no meetings held jointly between the members of the staffs of any schools and no coordinating school officials. The teachers in one school were, in only a very few cases, acquainted with the teachers in another school. Because of my position as an exchange teacher I was invited to speak at all of these schools at various times and so learned to know the teachers and their educational aims much better than the regularly employed teachers of the community.

On the other hand, parents are beginning to learn the value of parent organizations in England. The Parent-Teacher Association is a fast-growing organization. There was no such organization in the infant school in which I taught, but in both the Junior and the Grammar Schools the parents were

more active. I found the parents to be very interested in my Parent-Teachers Magazine and teachers to be similarly interested in my Illinois Education and National Education magazines.

One of the greatest weaknesses in the educational system in England, it seems to me, is the lack of teacher cooperation and organization. The World Organization of the Teaching Profession promises assistance in solving this problem on a national scale, but much planning will be needed to make it reach into the villages and towns.

The Exchange Teacher Plan has brought the teachers and parents of the various communities which have participated in it into closer contact. It has been helpful in bringing to the teacher some of the attitudes of the parents in reference to the education of their children and has created a greater interest in education on the parents' part. For the teacher the plan has brought closer contact with the social forces of the community. This, in turn, has brought a better understanding of community problems and more effective participation as teachers and citizens.



#### THE NORTHEAST

VERA M. BUTLER

ANY attempt to coordinate or consolidate activity for Delta Kappa Gamma in the Northeast Region must depend upon the development of friendships and mutual understandings. The luncheon in Milwaukee, attended by the presidents, past presidents, and executive secretaries of the states in the region, was an excellent beginning.



Several states have bulletins, newsletters, or "letters from the president's desk" which are exchanged by officers within the group. Frequent correspondence with the director keeps the channels for information open to all. It has been proposed that a short, spicy mimeographed sheet be edited by the director giving news which is directly regional in character. This will be most useful as an aid in the planning for a regional meeting next summer.

The New England states with New York have cooperated in

raising a fund to bring a foreign student into the region. The custom of joining two or more state units for a week-end has been most successful. Other states have invited the state presidents from neighboring states to attend meetings. Although the budget is now allocated to the regional conference, some states still consider it valuable to have the director attend one meeting. Every opportunity for these shared experiences serves to strengthen the feeling of regional unity and so contributes to the larger problem of national unity. With our rapid increase in membership, the multiplicity of chapter groups and the strong state organizations, we need this regional outlook to enlarge our vision. Strong states can advise and encourage the smaller groups who might feel lost or hopeless without this friendly support. But, when all is said and done, it is the personal, friendly feeling of spiritual fellowship which binds us together.

#### THE NORTHWEST

ELLA BLUNK

UNTIL after the National Planning Committee has met, the Northwest Regional Director prefers not to steer you into new fields of activity. Meanwhile, you are asked to slow down for an occasional self-examination.

You were invited to become a member of Delta Kappa Gamma because you were a leader in some phase of educational work in your community.

Have you looked at yourself recently to see if this leadership still exists?

Have you found some way to relax those tired nerves?

Have you learned to be still, to listen to God's small voice, to meditate on the Great Teacher's methods?

Have you grown professionally? Is your presence being felt in the community?

Are you proud to be a teacher and have you let folks know it?

Not many of us can answer all these questions in the affirmative, but how grand it would be if we could.

Without a doubt our most important task now, and for some years to come, is to find recruits to fill our depleting ranks—a situation for which we are partially to blame. We have been demonstrating too long and too well why young people should avoid our profession.

This year let us so live as to attract those desirable recruits we talk about. It can be done if we take time to check our actions and words in the class room, on the street, at the dinner table, and everywhere else. Remember to tell amusing incidents that bring pleasure to your work. Mention the thoughtfulness of students and parents, the cooperation of colleagues, and the fine work done by individuals or groups. Take time to live as other human beings. Fight



to overcome any indifference you may feel toward the general welfare of teachers. Strive to be a bit more professional than ever before.

Begin planning now to attend our Regional Conference next summer.

### THE SOUTHEAST

HENRIETTA THOMPSON

**G**RÉETINGS to our members in the Southeastern Region!

It is a high privilege to work with you in the fellowship of Delta Kappa Gamma. We have an exciting opportunity as we go forward together towards the accomplishment of our unique purposes.

Very recently I requested the state presidents in our region to point out immediate responsibilities in implementing our objectives. They were invited to name the aspects of education and teachers' needs to which we should devote our energies in our region. Georgia aptly pointed out we must be informed about our purposes, plans, and policies and every member must willingly and cheerfully participate. Mississippi stated we should rededicate ourselves to those purposes. South Carolina and Kentucky admonished



us to look to our obligations as leaders in the teaching profession, to accept responsibilities, to carry them through faithfully and, in so doing, set a high standard of achievement.

Several states would have us

work more energetically for teacher welfare. Virginia points to the need for a public relations program to bring about improved living conditions, salaries, and retirement benefits. Tennessee would have us keep up the morale of our older teachers and encourage the younger ones to work seriously and purposefully.

Selective recruitment was emphasized as a major and on-going responsibility. To work to secure desirable legislation and to cooperate fully in the program of world friendship were also recognized as worthy of intensive effort.

Alabama was eager for more research, stressing the need for a "follow-up" study on recruitment to determine the effectiveness of our efforts.

A number of states in the region believed we should use our influence and our potentialities more effectively. Some of the ways in which this could be accomplished were through publicity, sponsoring community projects and forums, and cooperating with other organizations in constructive legislative programs benefiting the schools and teachers.

Several states suggested the region sponsor a fellowship for a foreign student, since no one state is ready to assume the responsibility alone.

The need for forums and round table discussions planned for small groups and every member participation was pointed out. It was suggested that this could be best

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accomplished through workshop sessions, when time could be allowed for a discussion of Delta Kappa Gamma fundamentals, problems of officers and committees, and special study of selective recruitment, professional growth, counseling and guidance, and other subjects of peculiar interest to our membership.

### THE SOUTHWEST

PHYLLIS P. ELLIS

THE Regional Meeting for the ten southwestern states has been set definitely for the second week in August. Negotiations are under way with several possible hostess cities, but indications are that Salt Lake City probably will be the eventual choice.

Following the suggestions of the State Presidents in the area and of the Planning Committee, the meeting will concern itself chiefly with the following phases of Delta Kappa Gamma work: functions, philosophies, purposes, and objectives of our Society; the five-year program of work adopted at the 1948 Convention; teacher welfare and morale; public relations; legis-

lative needs; chapter problems.

The major National Committees will make an effort to have their annual reports ready for study by the group so that better planning of chapter programs may result.

Group discussions of several types are being planned in order that we may have the widest possible member-participation. Opportunity to become better acquainted with other members of Delta Kappa Gamma will be greater than at a National Convention, for the Regional Meetings do not transact any business. The three days allotted to the conference should allow time for recreation and for making new friends. With such fellowship and mutual understanding we can further the ideals and principles of our organization and establish a better basis for working together.

From Texas to Utah, schedule your vacation so that it will include participation in this first Southwest Regional Meeting the second week in August.





Old Stockholm

## Fellowship in Sweden

M. MARGARET STROH

OUR members will recall that in the summer of 1947 the past National President sent a call to all state presidents to ask their members to participate in a joint venture with Pi Lambda Theta in sponsoring a study visit of German teachers to Sweden.

With customary generosity and understanding our members responded; within a short time we sent to the properly designated officials in the Swedish Institute sixteen hundred dollars for the expenses of four German teachers for whom we were directly responsible. In all there were six teachers carefully selected by the Office of Military Government, where Marian Edman is senior teacher-training specialist. It was largely due to

Dr. Edman's efforts that the visits of these six teachers were planned and completed with such success. The Swedish government cooperated by releasing Ture Casserberg to lay the plans and act as a kind of leader in the studies of the German guests. They came to Stockholm on March 31, and remained until May 29, 1948.

During the first week after their arrival they were made acquainted with the city of Stockholm, and under the guidance of German-speaking women, were oriented as to rationing regulations, and were given time to equip themselves with necessary clothing and incidentals. During that week they attended lectures and saw a number of Swedish institutions. Swedish

welfare associations, in and outside the schools, the organization of the Swedish schools, the education of teachers, school health care, and planned school reforms were all subjects of lectures which were especially arranged.

A trip to Ekerö was arranged, where the visiting teachers observed a modern elementary school. The contrast between this type of school and the traditional schools was indicated by a visit to an older school. The City Library was exhibited by the City Librarian, and the whole city was host on one day when the City Hall was shown, and the guests visited several nurseries for children, as well as subsidized housing projects in Stockholm. In addition, the teachers were oriented to the city's social and political life. The city acted as host at a luncheon especially arranged.

DURING the following week the group was divided and traveled to various destinations, where they studied for about two weeks. Usually they were housed in private homes, and in the various places they visited they had opportunity to study classes in the seminaries and training schools as well as the preparatory school seminaries. The basic idea was to give the teachers a many-sided picture of the teacher-education problems from both a practical and theoretical point of view. Rectors and teachers at all the seminaries visited were extremely obliging and highly cooperative in giving the guests as many experiences as pos-

sible to acquaint themselves with the unique aspects of Swedish education.

For two and a half weeks after the 25th of April, when all the participants returned to Stockholm, they discussed their experiences at the various seminaries visited. Complementary lectures and visits to other institutions were undertaken, and special emphasis was placed, among other things, on the education of kindergarten teachers and the opportunities for them, voluntary people's education, trained counselling, practical aptitude tests, special education, social reform, industrial cooperation, correspondence schools, school hygiene, summer colonies, and school reforms. This sounds like a program packed with inspiration and replete with a genuine desire to give these German teachers a greater understanding of a way of life different from their own. Swedish families, the Confederation of Elementary School Teachers, and a number of institutions extended delightful hospitality.

FROM May 12 on for two successive weeks the participants visited, for shorter or longer periods, a number of prominent schools of their own choice. When they returned to Stockholm, a group excursion was undertaken to the Archipelago, where their time was at their own disposal.

Every effort was made to furnish the guests not only with necessary spending money, but also with

large quantities of educational literature of various types.

The comments by the German teachers as to their impressions vary widely. We quote: "As to my impression of Sweden, I consider the Swedish people extremely amiable, kind, and sociable people. Their education is on a high level, and their sense for utility, economy, and cleanliness is highly developed. I, however, missed the artistic originality, the philosophy, the profoundness, the religious prepossession, and the individual peculiarity which are requirements for higher spiritual culture.

"The schools are, for the most part, in excellent exterior condition. The classrooms are small, the equipment with teaching aids is large. The relationship of teachers with pupils is humane and very effective.

"The teaching methods are not always unobjectionable, inasmuch as they require very little mental independence and original creative power of the students. The principal work in the schools is in many cases limited to manual activities. In many schools they form and potter things according to models.

"I come to the last point of my statement, the social structure of the people. It is a socialized society, and the state interferes too much with the private life of the individual, supervising and organizing everything. Through oversocialization the people are often relieved of responsibility. The influence of Russia is felt. The con-

servative circles of the Swedish society are strongly opposed to the 'kindergarten politics' of their government. I sometimes could not help having the impression that there are great similarities between Swedish socialism and German national socialism."

OTHER teachers differ somewhat in their observations. One teacher says, among other things, "Though for natural reasons there are disadvantages to be seen, which, however, one wants to take up through the coming school reform, I have seen many good things. Swedish schools are an example in regard to equipment. There is a hearty attitude of the pupils toward their teachers, and vice versa. School is much more popular than it is in Germany. No doubt this is connected with the actual pleasure which the Swedish people display in learning and reading, and also, for a great part, with the balanced mind of the Swedish man.

"By having been given this opportunity of comparing other school systems to our own in Germany, problems in education and of school reform were brought nearer to me. I have been in touch with a people who, because of having had no war within their boundaries for centuries, have made progress in the field of culture as well as in social matters. However, in all their riches, this people have kept a heart for the poor in this world."

These women are profuse in

# MATTHEWS LIBRARY

## A S C TEMPE ARIZ.

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their thanks for the opportunity which had come to them after long years of privation. Certainly the chance to rehabilitate minds and spirits was as important as the visit to another country. That they profited from their stay is undebatable. As members of a great

Society dedicated to all movements to bring about a better understanding among the peoples of the world, we may feel rightly that we have contributed something immeasurably rich which will, in the coming years, bring unlimited results.

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In forty-three states there are bookmobiles for rural readers. A total of 377 vehicles are in operation. When one stops to consider that this type of service began in 1907, its growth and popularity are nothing short of phenomenal.

The American Library Association in its Bulletin for November, 1948, gave some pertinent cautions:

"You do not insure good bookmobile service simply by buying a few shelves on wheels and sending them rolling. A bookmobile gives good service only when the territory it is to cover is 'bookmobile country,' when its book collection is adequate to bring the people the materials needed to enrich their lives and when its staff is capable and enthusiastic about the task entrusted to its care.

"The small centralized school or the larger one to three room rural school (30 to 600 pupil enrolment) can easily be given public library service by bookmobile. Please note the term 'public library service.' No bookmobile can take the place of an adequate school library, nor does the bookmobile attempt this task. Its role is to enrich the student's book experience.

"If the bookmobile is to serve both schools and communities, it must be able to carry a collection of books large enough in numbers and varied enough in scope to serve both groups adequately. A minimum of 1,800 to 2,500 books should be considered unless the schools and villages are very small."

## *Across The Editor's Desk*



**T**HE dawn of another year brings to mind anew the constantly expanding opportunities and services to which we have committed ourselves. We are freshly impressed each day by the enormous scope of our undertakings.

In concern for the welfare of other teachers both at home and abroad, in devising new and exciting projects to implement our impressive national program, in the strength of our committee leadership we are discovering colorful glimpses of new horizons. We may differ in our appraisal of the importance of some matters, but we are undeniably one in the appreciation and support we give to the undertakings being shaped under the skillful guidance of the chairmen of our national committees. Delta Kappa Gamma members can fulfill the bright promise of the new year in no better way than to familiarize themselves with the aspects of our great national program and to make themselves a part individually of the active undertakings in behalf of teachers

and children both at home and abroad.

\* \* \*

On May 11, 1949, we shall be 20 years old. That birthday spells the beginning of a new maturity. We have passed the hazards of infancy; we have survived the vagaries of adolescence; we are at the threshold of a new period of what we have reason to believe will be an era of fulfilled obligations, expanding services, and high challenge. It is entirely fitting that we should mark this anniversary by suitable programs in both chapters and states. It is a time for rededication to our purposes; it is a time for a survey of all that we have done in these brief twenty years. It is a time for sober appraisal and is, above all, a time when we should set our sights to the future. Many units of our organization are already at work on anniversary programs. Have you made any plans? We are anticipating a special issue of the *Bulletin* which we hope will mark this anniversary as a noteworthy event in the life of our Society. If you have not made any

plans as yet, perhaps this reminder of the occasion will suggest the opportunity.

\* \* \*

The committee appointments which are ordinarily announced in the Winter *Bulletin* have not been completed. The National President has worked indefatigably to complete these appointments, but several people upon whom she had relied found it impossible to serve; and because Miss Ross is making her appointments with her usual meticulous attention to many pertinent factors, she feels that it is better to postpone final announcement until the personnel of all committees is compete. We are giving a list of the chairmen of committees who have already accepted and who are at work. Those appointments which are not yet made will be reported at a later date.

\* \* \*

Our readers have been apprised of the remarkable and heartening response to the appeal which was originally made in behalf of the teachers who suffered from the Vanport flood disaster last May. Contributions to the contingency fund which was voted at Milwaukee by the Executive Board continue to come in. It was agreed at the National Convention that the National President should have full authority to release all or any part of the fund remaining from the Vanport contributions for the assistance of any other teachers in distress. A pathetic case has come to our notice recently; and in ac-

cordance with the agreement, we are releasing \$500 for the immediate assistance of an aged teacher who has been a powerful influence in building up educational understanding among nations. We prefer not to identify her by name, but she is at the moment residing in Geneva, Switzerland. She was one of the founders of the International Bureau of Education in Geneva and has served it at an unbelievably low salary for many years. Now she has come near the end of her journey, and old age and illness are taking their toll. She is living in an uncomfortable pension where she receives no care and where she does not get the proper food. Some of her friends abroad, who are quietly attempting to alleviate her condition, have brought this matter to our attention; and we know that you will be happy that some of the money which you have so generously contributed has been allocated to make the last days of a renowned and unselfish woman a little brighter.

\* \* \*

You are reminded that the focus of attention in this year's program is teacher welfare. This means little unless programs and research studies are focused upon conditions in our own local communities. Other organizations have had teacher welfare committees and activities for a considerable time, but we are interested in the kind of efforts for teacher welfare that make the community conscious of the fact that teachers

work more joyously and effectively when they have decent working conditions. Not only must they have reasonably adequate salaries and the size of their classes reduced but also lunch rooms where they can have at least a half hour free from the supervision of children and where they are not obliged to consume their lunches in close proximity to the children's toilets or in a dark, unattractive room that is not needed for any other purpose. They need adequate housing, which is almost impossible in some areas. They should be assured some opportunities for recreation. They ought to have an opportunity to take their place in community life. We are not theorizing when we say that some of these conditions are undeniably those which affect teachers' morale more closely than the size of salaries. No other organization is in so strategic a position to secure some of this relevant information as our own. No other has better facilities to bring to the attention of the public some of these matters which are affecting the attitude of our teachers, and in many cases preventing our young people, who might otherwise be interested, from going into the profession.

\* \* \*

At the National Convention one of the recommendations of the Executive Secretary was that we should use every means possible to be of assistance in the expanding program of WOTP. To that end, therefore, we are planning coop-

eration with the Secretary-General in continuing two studies. The first one will sample the opinions of exchange teachers now in residence all over this country and those who have exchange positions abroad. A preliminary investigation on a small scale was made last year by Katharine Obye for the Illinois Education Association. Now we propose to enlarge that study by sending a more extensive questionnaire to all of these people to tap their respective opinions on the various phases of teacher exchange, its problems, and suggested improvements. The letter explaining the project will go out very soon to all state presidents. In addition, we are attempting to secure information as to the organization, purposes, and administration of the various national organizations of teachers. We are hopeful that enough states will volunteer so that we may have a complete study of all the national organizations that are at present members of WOTP and those which have been invited into membership and may ultimately come into full participation. We urge the cooperation of the state presidents and state research committees, which for the moment seem to be the logical committees to undertake this study. If another committee is desired, the state president may appoint that committee. In any event, this work needs to be done during the next few months so that it may be assembled and brought together for

the annual meeting of WOTP, which will take place probably in July either in Luxemburg or Switzerland.

\* \* \*

Once again we are faced with an increasingly insistent problem. Repeatedly we have urged chapters and states to survey the possibilities in their own territories of bringing into membership promising, younger women. There are many of these, and yet we still tend to build up our memberships largely from those who have reached middle age or are close to retirement. It is true that many of these older women merit honor, and thousands of them have contributed materially to the growth and esprit de corps of our organization. However, as one looks at the growing lists of our necrology column she cannot help but note with sorrow how many of our older women are passing from the scene. We are appalled each time the *Bulletin* goes to press by the ever-growing list of our deceased members. This loss is a tremendous one each year, and we should endeavor to replace it by bringing into our organization as many fine, enthusiastic, vigorous, younger women as we can. This does not mean in any way

that we are inappreciative of the phenomenal service given by many of the older generation, but it does attempt to face an unalterable fact. We are losing too many fine members, and we need to have others ready to take their places.

\* \* \*

From the National Commission on Teacher Education and Professional Standards comes the recent memorandum that shows, according to statistical evidence, that we must have an annual supply of elementary teachers more than eight times as large as the number graduated in 1947-1948. Only about 12,000 college students prepared last year to teach in the elementary schools, and the average annual need over the next ten years is conservatively for 104,000 new elementary teachers. The implications are clear: elementary teaching must be lifted to an entirely different level to attract the necessary number of capable young people. Standards, salaries, working conditions, living conditions, security—all must be improved tremendously and immediately. Do you see how our proposed studies of teacher welfare are an important contribution to the realization of this end?

M. M. S.



## Our New Legislative Program

BY means of correspondence and conferences your national committee on legislation is trying to evolve a program which will achieve six objectives. These objectives are as follows: (1) ascertaining the Society's national goals in legislation; (2) urging study of educational legislation on all levels; (3) providing some motivation for study; (4) working with legislators, local, state, and national; (5) motivating action at the appropriate time; (6) asking for discussion groups on legislation at conventions and regionals.

State presidents and state legislative chairmen have been very cooperative in answering questions relative to ideas for promotion of interest in legislation, in explaining their proposed programs of legislation, and in indicating how the national committee can be of assistance. Ninety-five per cent of the state organizations responded to requests in some way.

Following the Federal Aid conference in Chicago, November 6, eight representatives from Minnesota, Wisconsin, Ohio, and Illinois met with Miss Mary Titus, federal

legislative relations division of the National Education Association, and laid plans for promotion of federal legislation. She will keep all legislative chairmen in touch with federal legislation of special interest to teachers. Will all state chairmen send names of legislative chairmen to Miss Titus, 1201 Sixteenth Street, N. W., Washington, D. C. Chairmen might well send a similar list to their state education office. Other plans for study outlines and allied activities were discussed and will develop soon.

At the national Planning Committee meeting held in St. Louis, November 26-27, your chairman presented a report of information gained to date and requested that at every national regional meeting a half-day session be devoted to interests of legislation. Out of the discussion which followed a plan ensued which will undoubtedly prove very helpful. During each regional meeting a half-day session will be devoted to a discussion of the coordination of the work on the program, teacher welfare and morale, and legislative committees. Plans for that session are already

under way. Wherever possible, state conventions should give special attention to legislation either by speakers well versed on the subject or by discussion groups.

Above all we wish this national program to be one of *action*. Some methods of accomplishing this goal are combining forces with program and teacher welfare committees at the chapter and state levels as well as at national. Sponsoring group discussions on educational legislation with lay leaders heading the discussions will bring to the public the information needed for intelligent backing of educational bills. Joining forces with other groups that have the same fundamental aims in promoting worthy legislation pays dividends in good public

relations. Realizing that the work of the legislative committee is a continuous one calls for a committee membership of persons vitally interested in the work and with some natural interest in public welfare. Initiating ideas on legislation at the chapter level may be a very great service to the Society. When action on national legislation is imperative, calls will come to state chairman.

Always remember this: You signed a constitution which specified legislation protecting the interests of women teachers as one of its objectives. You pledged work of each for all.

KATHARINE H. OBYE,  
*Chairman, National Committee  
on Legislation.*

## Our National Program in Capsule

A decade ago, leaders of Delta Kappa Gamma recognized a fundamental need of the Society. This need was for a program plan clear cut enough to give direction to the work of the organization, and yet flexible enough to permit chapters to meet their varying needs.

The first Five-Year Plan, adopted in 1939, was the Society's response to this need. It was followed in 1944 by the second Five-Year Plan.

At the last national convention the Society adopted its third Five-Year Plan which will be in effect from 1949 to 1954. This plan includes five major topics, stated as follows:

1. Teacher Welfare—a means of promoting educational efficiency.
2. Teacher Improvement—a means of maintaining efficiency.
3. Educational Legislation—a means of enlarging opportunities.
4. Intercultural Appreciation—a means of furthering harmonious human relationships.
5. International Relations—a means of building world peace.

The topic adopted for emphasis in 1949-1950 is Teacher Welfare.

The national convention also adopted a new program policy, *Study coupled with action*. Under this policy, each chapter is expected to implement its study of a program topic with a project. To facilitate carrying out the recommendation for action the Five-Year Plan offers suggestions for projects regarding each of the five major topics. A copy of the complete

plan has been sent to each chapter program chairman. Other copies may be obtained from National Headquarters.

The National Program Committee set up the comprehensive plan. It is the responsibility of State and Chapter Program committees, working within the framework of the general plan, to adapt it to their specific needs. The immediate problem is so to adapt the topic for 1949-1950, namely, Teacher Welfare. In making such adaptations both State and Chapter Program committees should cooperate closely with the newly appointed Teacher Welfare committees.

Steps to further successful program building for 1949-1950 are:

1. Exploration by the State Program Committee of aspects of Teacher Welfare pertinent to the needs of the state.
2. Recommendations regarding state adaptations of the topic at state conventions held during the spring of 1949.
3. Study by the Chapter Program Committee of Teacher Welfare in the light of (a) national recommendations, (b) state recommendations, (c) local needs.
4. Adoption by each chapter for 1949-1950 of a study-action program designed to meet the needs of teacher welfare in the local community.

EDNA MCGUIRE BOYD,  
Chairman, National Committee  
on Program.

## AND AGAIN!!

WE ARE always told in attempting something new that there is only one place to begin and that is at the *beginning*. Since many chapters are just now beginning activities in their Selective Recruitment of Teachers Program, it has been suggested that a list of do's may be in order. With this idea in mind the National Chairman asked permission to use the combined materials of three chapters so as to outline the procedures which have proved successful in certain localities.

I. Plans for the Selective Recruitment activities should be discussed at a meeting of the chapter executive board early in the year.

II. An enthusiastic chairman and members of the committee should be appointed.

III. Where the committee and the executive board have decided on a plan of action, it should be presented to the members of the chapter.

IV. If No. III is accepted then it should be the obligation of every member to assist in carrying out the plans and projects of the recruitment committee. An inspired membership is necessary for fruitful results.

### SUGGESTED PROJECTS—

#### A. Scholarships

1. Raising of money
  - a. Cash contributions by members
  - b. Holding rummage sales, etc.
  - c. Interesting other organizations in making contributions

#### 2. Methods of Selection

- a. Personal interviews with all students interested
- b. Recommendations of High School Principals
- c. Examinations or some standard tests

#### B. Future Teacher of America Clubs and Chapters

- a. Selection of an interested sponsor (usually a member of Delta Kappa Gamma)
- b. A minimum of ten F.T.A. members must be secured, a meeting held, a president and secretary elected, and a name chosen.
- c. Write to Joy Elmer Morgan, F.T.A. Secretary, 1201 Sixteenth St. N.W., Washington, D. C., asking for application for a charter.
- d. When application is received, it should be completed and returned to the N. E. A. office with \$1.00 charter fee, and \$1.00 dues for each member. For this each member becomes a junior member of N. E. A., receives the Journal and 10 Personal Growth Leaflets of his own choosing.
- e. Notify the State Association and pay state dues.
- f. Hold, if possible, a formal initiation which will aid in glamorizing the profession.
- g. Encourage members to work for merit points so they may receive Merit Certificates.

#### C. Teaching Helpers

- a. Use sixth grade boys and girls to help in kindergarten or primary grades, regularly, or when help is needed.
- b. Use high school students to help in grades regularly, or when extra help is needed. Eventually these helpers could take over a room for a day or longer if the regular

- teacher helps to plan for the day's work.
- c. Let a pupil be "teacher" to a small group in the same class in which he is a student.
  - d. Let pupils have charge of home room activities, plan programs for P.T.A. Meetings, etc.
  - e. If there are F.T.A. clubs, members could be trained to serve as substitute teachers in the local schools.
  - f. Provide the occasion whereby students could visit elementary schools just as they visit factories, offices, etc.
- D. Miscellaneous
- a. We, every member of Delta Kappa Gamma, should interest at least one young, energetic, ambitious boy or girl to enter the teaching profession.
  - b. We can best advertise the profession by getting joy and pleasure out of the work so others will want to follow.
  - c. We can send our most attractive and enthusiastic young men and women teachers into the high schools to interest students in teaching.
  - d. We can sponsor essay or poster contests on the recruitment theme among students in junior and senior high schools.
  - e. We can provide reading materials such as *Eyes to See, Find Your Own Frontier*, etc.
  - f. We can plan a Teacher Recruitment week with many lay and professional organizations participating.
  - g. We can entertain prospective group socially in our own homes or elsewhere.

Many more ideas are found in the 1947-48 report of the National Committee. Copies were sent to all state presidents for each chapter. If the chapter did not receive one, a limited supply is still on hand. These can be secured from Mrs. Dorothea Meagher, Central State College, Edmond, Oklahoma.

**DOROTHEA MEAGHER,**  
*Chairman, National Committee  
 on Selective Recruitment.*

(Reports from Alpha of Minnesota, Delta of Georgia, and Alpha of Oklahoma were used in writing this article.)



### Arizona

From Beta chapter we have a report of the loss of two members who died in close succession. Ida McDaniel, head of the Foreign Language Department in Phoenix Union High School for 36 years, died in Phoenix on October 26, 1948. Outstanding in the League of American Pen Women and a former president of the Phoenix Writers' Club, Miss McDaniel filled a distinguished place in her community. She was the first president of Beta chapter and did yeoman service in launching it. She was also active in assembling materials on pioneer women.

Frances Castles, also of this chapter, died in Merkel, Texas, in November, 1948. A graduate of Hardin-Simmons College, Miss Castles taught in Casa Grande for eight years before going to Phoenix. There she was transferred to the Beta chapter and taught for five years in the elementary schools. She was treasurer of the chapter.

### California

The Zeta chapter lost an enthusiastic worker in the death of Mrs. Helen Holland Burton, who died in San Bernardino on May 14,

1948. Mrs. Burton initiated a speech and hearing clinic as an independent department of the city schools, and, with the aid of the local Rotary Club, started a hearing aid library for hard-of-hearing children unable to purchase aids. She was a charter member of the Zeta chapter and was especially active in assembling biographies of pioneer women teachers.

Miss Grace W. Lavayea died on September 17, 1948 in Los Angeles. She was the chairman of the social committee for Kappa chapter and was a never-failing source of delight to her chapter and guests because of her unusual table decorations and programs. Outstanding in her teaching field of English and Journalism, Miss Lavayea supervised the editing and publishing of the school annual which won Columbia University's first prize as the best school annual in the country in 1939. She will be sorely missed by the members of her chapter.

The Alpha Eta chapter of Sacramento reports with sorrow the death of Mabel Evelyn Bontz on July 2, 1948. At the time of her death she was second vice-president and was serving as program chair-

man. Miss Bontz was a teacher of social science in the McClatchy High School, was considered an outstanding teacher, and was esteemed highly by both students and teachers. Her loss will be deeply felt.

Mrs. Charlotte Langley of the Alpha Omicron chapter died in Stockton on July 11, 1948. We have no details concerning her death and no professional information, but we know that her chapter misses her greatly.

#### Colorado

Mu chapter lost its president in the death of Mrs. Lola A. Gregory, who was a charter member and later served as chapter treasurer and state progress committee chairman. Mrs. Gregory was a member of the Congregational Church and active in the affairs of D. A. R. and B. P. W. in Longmont. She taught in the Cripple Creek schools, in rural schools near Greeley, and at the time of her death was teaching in a two-room school at Pleasant View where she had served for more than twenty-five years. Her place will be hard to fill; and her influence, as attested by hundreds of her former students, was immeasurable.

The Sigma chapter lost an outstanding charter member when Lola Irene Morrissey died on July 10, 1948 in Alta, Iowa. Miss Morrissey was a musician who frequently contributed much to the success of the group singing in her chapter and acted as organist for

her church and pianist for the Lions Club. She was active in the local Elementary Teachers' Association and a member of the local University Club. She gave much of her abounding energy to P. E. O., of which she had been an active member for years. It would be difficult to find an individual who gave more willingly to the life of her community.

#### Florida

In Jacksonville Miss Eloise Hall passed away in September, 1948. She was a member of Alpha chapter and an excellent teacher. Her influence was large, and her death will be keenly felt.

The Alpha chapter lost another member in the death of Mrs. Ruth Rodhe Stenwall. Mrs. Stenwall was an honorary member and died on August 28, 1948. We have no other details.

Theta chapter reports the death of Mrs. C. J. Collar of Lantana. She died on September 2, 1948 in West Palm Beach. Her chapter will miss her keenly because of the perfection of her contributions in initiations and programs. She was active both as a teacher and principal, and her cheerful and willing spirit will be remembered long by her fellow members.

#### Georgia

Maude A. Rhodes, an honorary member of Alpha chapter, died on June 15, 1948 in Atlanta. For 40 years she had taught in the Atlanta school system, serving first as a

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teacher and later as principal. She was active in the work of her church and Sunday School and had served as president of the Elementary Principals' Association.

Miss Ina Williams of Columbus died on September 26, 1948. She was a charter member of Epsilon chapter, was its second president, and had served ably on many committees. At the time of her death, she was chairman of a committee sponsoring the founding of a new chapter in neighboring territory. She was a principal in the Columbus Public Schools and president of the Columbus Education Association. Besides that, she was active in the work of the League of Women Voters. It would be difficult to find one who had filled a larger place in the life of her community.

#### Illinois

The Delta chapter lost a charter member when Miss Carmen Trimmer of East St. Louis died in Cincinnati on September 14, 1948. She was not only regular in her attendance at meetings, both chapter and state; but she had served ably as chairman of several committees. She was a supervisor of art for 36 years in the East St. Louis Public Schools, was a past president of the local Education Association, a trustee of the First Presbyterian Church, and a member of the Altrusa Club.

Vilda Prescott Beem passed away on September 12, 1948 in Ryburn Hospital, Ottawa, Illinois. She was

a member of Omicron chapter and had served ably in research for the chapter. A capable librarian, she had served after retirement as research librarian for many organizations. She was a member of D.A.R., the Amateur Music Club, and the American Library Association.

Another veteran teacher was lost to the Alpha Epsilon chapter when Helen Marie Fedou died on October 7, 1948. She was a charter member and had served ably as chairman of several different committees since her initiation in 1942. She had taught for 48 years in the Elgin Public Schools. Alpha Epsilon chapter was doubly bereaved in the death of Mrs. S. Paul Richards, who died on the same date. She had served as chairman of both the program and the legislative committees. Both these members will be sorely missed.

#### Kansas

Initiated as a state member of Kansas at the National Convention in Asheville, North Carolina in 1939, Margaret Hyde had played a prominent part in the organization of her chapter and in its subsequent development. She was transferred later from Delta chapter to Eta chapter, where she served as treasurer and acted as chairman of several committees. For 25 years she had been a teacher of history and social studies in Kansas City, Kansas, and during World War II she taught history to military trainees at Kansas State College.

The Epsilon chapter reports the

death of Miss Ruth Anna Mershon at Stafford on April 12, 1948. She was a charter member of the chapter, had served as parliamentarian, as corresponding secretary, scholarship chairman, and progress committee chairman. She had been ill for some time, and the last meeting which she was able to attend was in 1947. After a brief, preliminary period of teaching in Kansas and Illinois, she returned to her home town, Stafford, where she taught for 24 years in the junior high school. Her leadership in social, civic, and educational affairs in her community was outstanding; and her influence on young people was unusual.

Rho chapter reports the death of Josephine Lawson, who passed away on January 12, 1948 in Meade, Kansas. We have no other information.

#### Mississippi

In Meridian, Mississippi Mrs. E. H. Hart of the Gamma chapter died on June 11, 1948. She had been a member of the organization for ten years and had often given her home for the meeting of the chapter. She was a musician who instituted the first chartered School of Music in Mississippi. She had been active in forming state and local Federation of Music Clubs and had frequently served as an officer in the Federation. She was a well-known musical composer and a poet of some distinction. Her chapter will sorely miss her.

#### New Mexico

The Iota chapter lost an active member when Mrs. Ruby Faye Umberson died in Albuquerque, New Mexico on September 14, 1948. Always a willing worker and an enthusiastic participant in the various activities of the chapter, Mrs. Umberson served in various capacities. She was a well-known home economics teacher and a recognized leader in her church.

#### North Dakota

Miss Nona Peterson, sixth grade teacher in Williston, died on November 4, 1948. She was a member of the Theta chapter with which she had become affiliated in 1947. She was an untiring, conscientious teacher, a Sunday School teacher, P.T.A. treasurer, program chairman for her chapter, and active in all civic projects. She spent generously of her own energies and served joyously her pupils and her community.

#### Ohio

Miss Clara Beth Schneider passed away on August 7, 1948 in Canton, Ohio. She was a member of Beta Beta chapter and a loyal supporter of all chapter activities. She was considered one of the best foreign language teachers in the state of Ohio.

#### Oklahoma

Not only the Gamma chapter of which she was a member, but the State Organization as well, feels the loss of Mrs. Julia Walker Black, who was a state founder. She was

state president from 1938 to 1940 and organized her own chapter which she served as president on three different occasions. She was chairman of the Committee on Pioneer Women, was active in teacher recruitment, and was especially helpful on the Membership Committee. She was a member of Kappa Delta Pi and Sigma Pi, and was president of the local Business and Professional Women's Club six times in 16 years. She served as a member of the City Library Board; she was a member of the Eastern Star, chairman of the State Organization of Deans of Women, president of the A. A. U. W., and a member of the Individual Guidance Committee of the N. E. A. Her unusually active life was topped by enthusiastic participation in the work of her church where she was a member of the Board of Stewards.

#### Oregon

The Beta chapter lost an active and loyal member when Miss Mary Harrison passed away on July 1, 1948. She died in Toledo, the community which she served so vigorously. She was an excellent teacher, loved by all her pupils, and especially helpful to them because she had an abounding faith in youth.

#### Pennsylvania

The Beta chapter in Kutztown reports the death of Esther Jastram on October 11, 1948. She had been a teacher in the State Teachers College for more than 20 years, and

her kind and gracious disposition made her a delight to know.

#### Rhode Island

The State Organization lost an active member in the death of Miss Margaret Louise Mainey on October 21, 1948 in Providence. She had been a member for little more than a year. Her death was sudden and mourned by hundreds of friends, young and old. She was a teacher of sight conservation classes and was widely known in Providence because of her unfailing understanding of the needs of the children who came under her care. Her associates comment on the humility of her service and the fact that most of her salary was contributed to the needs of those about her. She will be sorely missed.

#### South Dakota

For 41 years Mrs. Faith Powell Willard was Supervisor of Primary Education in the Black Hills Teachers College at Spearfish. Soon after her initiation ill health forced her resignation from teaching and curtailed her activities in the Society. Nevertheless she was one of those outstanding people in the community whose place cannot easily be filled.

#### Tennessee

Margaret Jennings of Kingsport died on November 4, 1948. She had held several key positions in the Iota chapter which she served cooperatively and efficiently. She had taught in the public schools of

Virginia and for the past 25 years in the grade schools of Kingsport, Tennessee.

#### Texas

The Iota chapter lost a member in the death of Mrs. Pearl C. McCracken who died on April 10 of this year. We have no details about her death inasmuch as the first notice we received was from her nephew.

Mrs. Florence Smiley Balch of Alpha Theta died in Beloit, Wisconsin on August 27, 1948. Mrs. Balch had been active in the American Association of University Women and the Business and Professional Women's Clubs. She was an active member of the American Legion Auxiliary, had served in both the Junior and Senior Red Cross, and supervised the Red Cross sewing room for a number of years. Her community will miss her greatly.

In Kingsville, Texas Mrs. O. A. Smith passed away on July 21, 1948. We have no other details.

Gamma Epsilon reports the death of Miss Lulu Johnson of Henrietta. She was initiated into the Beta Rho chapter and later transferred to the Henrietta chapter. At the time of her death she was serving as initiation chairman and had given enthusiastically of her service on several other committees. Widely known for her vibrant personality, her wonderful character, and her love of children, Miss Johnson had served in the Henrietta schools for more than 50 years.

Gamma Sigma chapter lost a valued member in the death of Bess Clements on October 18, 1948 in Gainesville. Ill for some time, Miss Clements had not been able to contribute to the activities of her chapter in recent years. She held both a bachelor's and master's degree from North Texas State College at Denton. She was active in the Classroom Teachers' Association and especially in teacher welfare. She gave unstintingly of her service to the Baptist Church and her service to her community is memorialized in the contribution her fellow teachers made to the American Cancer Society.

#### Washington

Mrs. Helen T. Bush of the Beta chapter died on September 22, 1948 in Seattle. A graduate of the University of Illinois, she was a teacher for some years in the Oak Park Illinois Public Schools and later in the Illinois Normal School. Since 1924 she has been active in the work of the Helen Bush School in Seattle, where she was widely known.

Mrs. Frank Staffelbach of the Epsilon chapter died on June 5, 1948. She was chapter treasurer at the time of her death and never missed a meeting unless unavoidable circumstances kept her away. She was principal of the Lakeview School and guided the expansion of her school with unusual professional spirit. She had served the Washington Education Association frequently in various capacities.

She had been told that she had only a few months to live and continued at her desk until June 3 in spite of what must have been great suffering. Habitually cheerful, patient, willing, she faced death with equanimity and courage and left behind her an inspiration to every one of her fellow teachers.

#### Wisconsin

Mrs. Clara Farrell Hertel of Milladore, Wisconsin died in Marshfield, Wisconsin on July 4, 1948. She had been elected to the presidency of Gamma chapter in 1943 but was obliged to resign because of ill health.

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We Americans have fine automobiles, good roads and lots of them, electric stoves, refrigerators, telephones, milk delivered to the door, laundries that call for and deliver, electric service to the house in the hills, bus service to everywhere, water out of the faucet, soaring buildings, grand movie houses.

These are the things we pay for.

*We also have wretched schools. The reason we have wretched schools is that we are not willing to pay for better schools.*

Let's not dodge the issue. Let's not be soothed by those who say the problem of the schools is complicated. Of course it is. But down at the deep roots of the school situation is money—your money, tax money. We do not crave excellent schools as much as we say we crave them. . . . The American people have never fully assessed the importance of education in a democracy.—*Kiplinger Magazine*.

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